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ABSTRACT

In 1962, the Swedish Department of Educational and Psychological Research started the second Swedish school of education in Malmo. The main tasks of the department are research and development work associated with educational problems, participation in teacher training, and the training of researchers in education. For a number of years the projects sponsored by the department have been grouped in four informal "sections." The first section, material-oriented research, aims at contributing to the knowledge of the suitability of different teaching methods within specific subject areas and at systematically developing and testing study materials systems. The second section, teacher-oriented or personnel-oriented research, includes some projects concentrating on job analyses andjob training. Student-oriented research is the third section. This encompasses several projects concerning the goals of the school that do not refer to specific subject matter, such as student attitudes. The fourth section, environment-oriented and organization-oriented research, includes studies on the possibilities of using varying group size and team teaching to increase the opportunities for realizing the school's goal of combining individualized teaching with social training. (Charts listing current and recently completed projects, as well as reports and publications, are given.) (SK)

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RESEARCH AND DEVELOPMENT ACTIVITIES AT THE MALMÖ SCHOOL OF EDUCATION

U S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Didakometry & Sociometry, 1975, 7, 35-44

Research and Development Activities at the Malmö School of Education

Research and development activities at the Malmö School of Education. *Didakometry & Sociometry*, 1975, 7, 33—44. — The article presents a survey of current research and development activities in the Department of Educational and Psychological Research, established in 1962 as part of the Malmö School of Education. The survey includes information on organization and personnel, brief presentations of the major areas of research, and some notes on the various series of reports and publications issued.

Keywords: Educational research, Sweden; documentation; organization of research.

Organization and personnel

The second Swedish school of education was placed in Malmö, and the Department of Educational and Psychological Research there started work in 1962. The main tasks of the department are research and development work associated with educational problems, participation in teacher training, and the training of researchers in education.

As in the majority of parallel departments, there is only a small long-term organization for research (in addition to a professor and an associate professor, there is a research coordinator with predominantly administrative duties and 3,000 hours per year allocated for the employment of research assistants). The number of project researchers (project leaders, experts, assistants) employed on a short-term basis normally constitutes a much larger group (about thirty persons at present). Thus the research is mainly conducted in the form of projects, financed by the Swedish Board of Education among others. For a number of years the projects of the department have been grouped in four informal "sections": material-ori-

ented research, teacher-oriented research, student-oriented research, and environment-oriented research (cf. below).

The scientific tutors (researchers with a minimum qualification of 'docent') are Bernhard Bierschenk, Åke Bjerstedt, Kurt Gestrelius, Bernt Larsson, Ebbe Lindell, Horst Löfgren, and Olof Magne. Åke Bjerstedt is professor and prefect; Ebbe Lindell is associate professor; Bengt Nilsson is research coordinator.

The teaching in education covers the training of student teachers taking various courses (at present approx. 1300), school-oriented courses in education as part of the basic university education, and researcher training. The last two points involve cooperation with the University of Lund, partly within the framework of a group departmental board. Bror Ängquist is the director of studies in the department.

The department expanded rapidly during the latter part of the sixties and has had between 90 and 120 employees in recent years.

Research program

Lists of recently completed and current major projects are given in Boxes 1 and 2, grouped in the four "sections" mentioned earlier. For more detailed information about the projects, the reader is referred to separate reports (e.g. Bjerstedt 1973 a, b, 1974 a, b) or to the contact persons for each project (see Box 2).

The projects in the first section — *material-oriented research* — aim at contributing to our knowledge of the suitability of different teaching methods within specific subject areas and at systematically developing and testing study material systems. The IMU project was one of the earlier and more extensive projects. Its purpose was to construct a comprehensive self-instructing study material in mathematics, to study how it functions and the reactions to it, and to try out suitable ways of organizing the teaching when using a study material system with far-reaching individualization (by means of studies of e.g. large classes versus normal classes, teaching with traditional

one-teacher systems versus teacher teams or teacher+teacher's assistant).

The UMT project aimed at investigating prerequisites and different methodological approaches for the teaching of German to students in the Swedish comprehensive school. In the context of these investigations and by means of successive trials and revisions a study material was constructed for teaching German to beginners. Analyses of prerequisites (studies of different prerequisites in e.g. the students and the target language), analyses of processes (studies of methods used in teaching) and analyses of products (the testing of different teaching effects) provided a large amount of basic knowledge that was utilized successively in the production of study materials.

Other examples of material-oriented projects are an occupational training project, which has among other things made a study of the psychological aspects of patient care; and a project focussed on the teaching of Swedish, in which a study has been made of different methods for stimulating the students' free writing.

The second section includes some projects concentrating on job analyses and job training: *teacher-oriented or personnel-oriented research*. Thus in the B project, work has been done (1) on the development of methods for job analysis and the determination of training needs, and (2) on providing a basis for programs for the training of some central positions in the school sector, primarily school leaders and teacher trainers.

Box 1. Examples of recently completed projects.
(For each project the names of contacts are given and examples of references.)

I: 1 *Individualized mathematics teaching* (IMU)
(Inger Larsson, Bernt Larsson)
Examples of references:
Larsson, I. (Ed.) Individualiserad matematikundervisning: En bok om IMU-projektet. (Pedagogisk orientering och debatt, No. 43.) Malmö: Hermods, 1973.

Box 1. (cont.)

Larsson, I. Individualized mathematics teaching: Results from the IMU project in Sweden. (Studia psychologica et paedagogica, No. 21.) Lund: Gleerup, 1973.

I: 2 *Methods for the teaching of German* (UMT)
(Horst Löfgren, Ebbe Lindell)
Examples of references:
Lindell, E. Mål i språk. (Pedagogisk orientering och debatt, No. 41.) Lund: Gleerup, 1972.
Löfgren, H. The measurement of language proficiency. (Studia psychologica et paedagogica, No. 17.) Lund: Gleerup, 1972.
Löfgren, H. Teaching methods and teaching materials in German: A survey of the UMT project. Pedagogisk dokumentation, No. 32, 1974.

I: 3 *Effects of mathematics teaching*
(Ingrid Holmberg, Olof Magne)
Example of references:
Holmberg, I. Effects of some trials to improve mathematics teaching. (Studia psychologica et paedagogica, No. 26.) Lund: Gleerup, 1975.

II: 1 *Closed-circuit television in teacher training*
(Bertil Gran, Bernhard Bierschenk)
Examples of references:
Bierschenk, B. Självkonfrontation via intern television i lärarutbildningen. (Studia psychologica et paedagogica, No. 18.) Lund: Gleerup, 1972.
Bierschenk, B. Self-confrontation in teacher training. Didakometry, No. 50, 1975.
Gran, Bertil. ITV-Malmö: En översikt. Pedagogisk-psykologiska problem, No. 221, 1973.

II: 2 *Job training in the school sector* (B)
(Kurt Gestrelius)
Examples of references:
Gestrelius, K. Job analysis and determination of training needs: Examples of methods applied to teacher trainers. (Studia psychologica et paedagogica, No. 19.) Lund: Gleerup, 1972.
Gestrelius, K. Utbildningsplanering. (Pedagogisk orientering och debatt, No. 30.) Lund: Uniskol, 1970.

II: 3 *Job analyses in labor market training*
(Lennart Fredriksson)
Example of references:
Fredriksson, L. The use of self-observation and questionnaires

Box 1. (cont.)

in job analysis for the planning of training. (Studia psychologica et paedagogica, No. 22.) Lund: Gleerup, 1975.

II: 4 *"Lifelong learning": Swedish part of a UNESCO project*
(Lennart Fredriksson, Kurt Gestrelius)
Example of references:
Fredriksson, L. & Gestrelius, K. Lifelong learning in Swedish curricula. Didakometry, No. 48, 1975.

III: 1 *Social development and training in the basic school*
(Åke Bjerstedt et al.)
Examples of references:
Bjerstedt, Å. Fyra aspekter av social utveckling och träning. (Pedagogisk orientering och debatt, No. 45.) Malmö: Lärarhögskolan, 1973.
Bjerstedt, Å. Social development and training in school. (Studia psychologica et paedagogica, No. 24.) Lund: Gleerup, 1974.
Bjerstedt, Å. (Ed.) Social utveckling och fostran i grundskolan. (Utbildningsforskning, No. 13.) Stockholm: Utbildningsförlaget, 1974.

III: 2 *Creativity in school*
(Göran Hansson, Åke Bjerstedt)
Examples of references:
Hansson, G. Att befrämja kreativitet i skolan. Pedagogisk-psykologiska problem, No. 243, 1974.
K-projektet (LHM). Övningsmaterial i svenska, matematik, orienteringsämnen. Pedagogiska hjälpmedel, Nos. 1—7, 1971.

III: 3 *Student democracy at different educational levels*
(Åke Bjerstedt et al.)
Examples of references:
Bjerstedt, Å. (Ed.) Studerandedemokrati — medplanering på olika utbildningsstadier. (Utbildningsforskning, No. 10.) Stockholm: Utbildningsförlaget, 1974.
Idman, P. Equality and democracy: Studies of teacher training. (Studia psychologica et paedagogica, No. 23.) Lund: Gleerup, 1974.

III: 4 *Studies of deaf students*
(Kerstin Nordén)
Example of references:
Nordén, K. Psychological studies of deaf adolescents. (Studia psychologica et paedagogica, No. 29.) Lund: Gleerup, 1975.

In connection with this, several studies have been started focussing on other problems concerning adult education and on the school's opportunities for preparing the students for lifelong learning.

Another project within this group has been at work with different ways of using closed-circuit television in teacher training. For example, the project has been greatly interested in self-confrontation via closed-circuit television and micro-teaching.

The PIL project — pedagogics in teacher training — has aimed at providing a foundation for planning the training of class teachers and subject teachers by means of e.g. job analyses, inventories of study materials and experimentation.

The third section — *student-oriented research* — encompasses several projects concerning the goals of the school that do not refer to specific subjects. In the completed project "Social development and training" a study was made of three aspects of social development: "cooperation", "resistance to non-objective influence", and "world citizen responsibility". The project developed and tested various measuring methods within these sectors, made a number of mapping studies of age-related development in the basic school, and studied the outcome of some experiments that aimed at asserting a positive influence on the students' attitudes and behavioral tendencies.

Other projects within this group have studied students' attitudes towards democracy in school and society and the students' creativity. A current project concerns the school's opportunities for promoting in the students greater awareness of their individual and global roles as consumers; another project is occupied with the development of attitudes towards equality. While the greater part of these studies involve normal students in the basic school, the section has also included studies of higher age groups (university education) and studies of groups with special handicaps (the deaf).

Finally within the fourth section — *environment-oriented and organization-oriented research* — studies are being made of the possibilities of using varying group size and team teach-

Box 2. **Examples of current projects.**
(The names of contacts are given for each project.)

I: 4 Occupational training problems: Patient care etc.
(Lars Sjödahl, Bernt Larsson)

I: 5 Free writing in the basic school
(Ann Martinsson, Ebbe Lindell)

I: 6 The training of writing in the upper secondary school
(Åke Pettersson, Ebbe Lindell)

I: 7 Educational planning in the vocational lines of the upper secondary school
(Lars Sjödahl, Bernt Larsson)

II: 5 Pedagogics in teacher training (PIL)
(Bertil Gran, Christer Fritzell)

II: 6 Perception and evaluation in self-confrontation
(Bernhard Bierschenk)

II: 7 Adult education as a field of knowledge and application
(Kurt Gestrelius)

II: 8 Different organizational forms for municipal adult education
(Kurt Gestrelius, Lennart Fredriksson)

II: 9 Teachers and the slow learners in the upper secondary school
(Bertil Zachrisson, Bernt Larsson)

III: 5 Consumer education in school
(Pekka Idman)

III: 6 Non-subject-related goals for university education
(Pekka Idman)

III: 7 Development of attitudes towards equality
(Åke Bjerstedt et al.)

III: 8 Sex roles in the day nursery environment
(M.-L. Annerblom)

IV: 1 Varying group size and team teaching
(Göte Rudvall, Olof Magne)

IV: 2 System analysis of local school environments
(Göte Rudvall, Olof Magne)

IV: 3 Pre-school — primary school in cooperation (FÖL)
(Birgitta Gran)

IV: 4 Educational development work in the Malmö region: School environment
(Bertil Gran, Olle Engquist)

IV: 5 Educational search strategies (SÖK)
(Bernhard Bierschenk)

ing to increase the opportunities for realizing the school's goal of combining individualized teaching with social training.

Another project is attempting to develop new forms for the cooperation between pre-school and primary school and to provide a basis for the development of an ungraded school level comprising both pre-school and primary school (the FÖL project).

This group also contains a project on possible effects of various types of immediate school environments (e.g. open-plan schools) as well as a project concerning the initiation and documentation of research (the SÖK project).

In several of the projects in the fourth section, the department works in close cooperation with the experimentation conducted within the municipality of Malmö. Close contact is naturally also maintained with the activities of the local experimental and demonstration schools. The cooperation between research and freer experimentation has been felt to be stimulating and productive and the department has allocated special personnel to this end.

Reporting

The department has tried to develop a differentiated system of reports directed at different target groups. The system is described in more detail in Box 3. The series in book form are normally distributed by the bookseller's, the other series by the department (contact: B. Bergström).

References

More detailed information about the activities of the department can be obtained from the following:

Bjerstedt, Å. (Ed.) Student-oriented research: Some current projects at the Malmö School of Education. *Educational and Psychological Interactions*, No. 45, 1973. (a)

Bjerstedt, Å. (Ed.) Subject-matter oriented research: Some current projects at the Malmö School of Education. *Didakometry*, No. 39, 1973. (b)

Box 3. Thirteen series of reports and publications.

Primary target group	Title of series, initial year	Contents	Form	No. of reports etc. (Oct. 1975)
International audience: researchers	"Didakometry", 1964	Reports concerning educational technology and evaluation	A4 reports in stencil/offset ("red series")	50
	"Educational and psychological interactions", 1964	Reports with psychological-sociological orientation	A4 reports in stencil/offset ("green series")	52
	"Didakometrie und Sociometrie", 1967	German-language research surveys	A4 reports in stencil/offset ("blue series")	15
	"Didakometry and sociometry", 1969	Research reports, research discussion in the form of articles	Journal-type issues	13
	"Studia psychologica et paedagogica" (in cooperation with Lund university)	Research monographs, research surveys	Book form	(12) [1]
Nordic audience: researchers	"Testkonstruktion och testdata", 1967	Test manuals, test data	A4 reports in stencil/offset ("brown series")	27
Nordic audience: researchers, teacher trainers	"Pedagogisk-psykologiska problem", 1964	Research reports within different areas	A4 reports in stencil/offset ("yellow series")	278
	"Pedagogisk documentation", 1971	Bibliographical information, abstracts etc.	A4 reports in stencil/offset ("orange series")	37
Nordic audience: teachers, student teachers, teacher trainers	"Pedagogisk orientering och debatt", 1963	Summarized information, debates, textbooks	Book form	49
	"Utbildning och utveckling", 1969	Research summaries and debates in the form of articles	Journal-type issues	13
	"Pedagogiska hjälpmedel", 1971	Experimental versions of study materials used in R&D work	A4 reports in stencil/offset ("violet series")	20
Varying audience:	Reprint Series, 1965	Offprints of articles usually in Swedish and English	Offprints	187
	Compendium Series, 1966	Compendiums on varying areas	A4 reports in stencil/offset ("white series")	14

[1] Refers to the monographs from the Malmö department since 1972.

Bjerstedt, Å. (Ed.) Environment-oriented and organization-oriented research: Some current projects at the Malmö School of Education. *Educational and Psychological Interactions*, No. 50, 1974. (a)

Bjerstedt, Å. (Ed.) Teacher-oriented research: Some current projects at the Malmö School of Education. *Didakometry*, No. 46, 1974. (b)

Institutionspublikationer 1964—1974. /Departmental publications 1964—1974./ *Pedagogisk dokumentation*, No. 35, 1974.

Malmö educational reports 1969—1974: Mini-notes from Malmö School of Education. *Reprint Series*, Nos. 85, 110, 117, 124, 172 and 184.